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ABSTRACT

Procedures, requirements, and forms are presented in this handbook designed to guide students through Whatcom Community College's (WCC's) Individualized Degree Program. After introductory material concerning degree requirements and application procedures, the handbook considers the objectives and outcomes of initial advising sessions in which the student, together with a degree advisor, defines educational and personal goals, identifies the learning experiences encountered outside of college, and outlines the learning activities he/she would like to pursue. Following an enumeration of the credit courses offered to help students evaluate alternative learning opportunities and plan individualized degree programs, an outline is presented of the format required for students' degree plans. On standardized forms, students are required to present for Degree Advisory Committee approval, the name of their degree and major, a statement of degree goals, a narrative rationale for choosing those goals, an outline of the courses to be taken, and the learning methods involved in each course. Sample degree program proposals are presented, along with a discussion of the role of the Content Specialist, an expert in the student's area of concentration who, with the degree advisor, helps the student draft a formal degree proposal. An explanation of the degree approval process concludes the handbook. (JP)

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ED194137

INDIVIDUALIZED DEGREE PROGRAM

STUDENT HANDBOOK

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INTRODUCTION

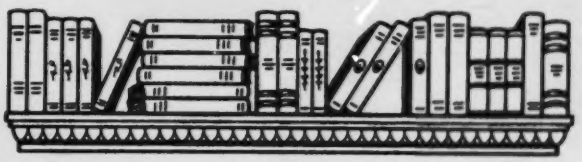
DEGREE REQUIREMENTS

INTRODUCTION

Whatcom Community College recognizes the relevance of individual learning needs and preferences and is, therefore, committed to providing you with a means for fulfilling your individual degree goals. The individualized degree process allows for the incorporation of a variety of learning activities such as contract learning, regular courses, credit for prior learning and other individualized learning experiences.

You will play a major role in developing your own degree plan. You will be assisted by a WCC degree advisor and a content specialist, a WCC staff member or a person from the community whose background can lend support in facilitating your degree goals.

Through the individualized degree process you will learn to identify, prioritize and organize your educational goals and, hopefully, will also learn more about yourself as an individual.



DEGREE REQUIREMENTS

1. 90 credits of college level (100 and above) courses or 45 credits for a certificate. A minimum of 25 credits must be completed at WCC.

2. A minimum of three to five credits in written communication skills. The appropriate course(s) will be determined in conjunction with your degree advisor.

3. Sufficient program depth and breadth. This concept will be explained and discussed during your advising sessions and ultimately will be addressed in your Statement on Degree Goals. (See glossary for definition.)

4. Approval by the office of the Dean for Instruction of a degree plan which has been developed by you the student, a WCC degree advisor, and a content specialist.

5. Completion of all courses appearing in your degree plan.

MEETING WITH THE SCREENING ADVISOR

MEETING WITH THE SCREENING ADVISOR

In order for you to determine whether or not you should pursue an individualized degree program, you will be referred to a screening advisor. This advisor will discuss with you your general educational goals and explain the various degree options WCC has to offer. If, after talking with the screening advisor, you determine that you should pursue an individualized degree program, you should then complete the following:

1. Application for admission to Whatcom Community College.

2. Application for admission to WCC's Individualized Degree Program.

3. Request for Transcript (if you have completed course work at a college, university, technical school, business college or military).

Your applications will then be processed and you will be assigned a degree advisor through the office of Alternative Learning. Processing takes approximately one week and you will be notified of your assigned degree advisor by mail. You should then contact your degree advisor to make an appointment for your first advising session.

If, for some reason, you wish to be reassigned to another degree advisor, you should contact the office of Alternative Learning as soon as you receive your notification.

INITIAL ADVISING SESSIONS

WITH YOUR DEGREE ADVISOR

INITIAL ADVISING SESSIONS WITH YOUR DEGREE ADVISOR

In order to assist you in planning your degree program, your advisor needs to know what educational and personal goals you have in mind, what learning experiences you have had outside a college setting and what learning activities you desire to pursue. Each degree advisor uses his/her own approach to facilitating advising sessions; therefore, many different methods are employed. The following methods may or may not be used, but will give you some guidelines in preparing for your first advising session.

Advising Method A

Your advisor will ask you to bring, in writing, the following:

1. Your educational and personal goals such as the types of degree(s) you desire to obtain or the type of career you would like to pursue.

2. Learning experiences you have had outside a college setting such as work, volunteer involvement, workshops and seminars, recreational activities and hobbies.

3. Learning activities you would like to pursue.

This information does not need to be in any specific order. Write down anything that comes to mind, even if you think a particular activity may not be relevant to your degree program. One of your degree advisor's major roles is to assist you in filtering out inappropriate learning activities while helping you to formulate a comprehensive and cohesive plan.

The following case study may help you to prepare for your first advising session if this advising method is used.

John Drake is 31 years old and has worked as a paint salesman for the past ten years. He graduated from high school at age 18, worked in a grocery store while attending college off and on, then began working for Collins Hardware, Inc., a large retail chain. He wants to eventually leave sales to enter the management field and believes that a two-year degree will give him the confidence, expertise and recognition to pursue this direction.

John came to his initial advising session with the following:

Educational and Personal Goals

1. To acquire some type of Business or Management degree.
2. To become a manager of a retail business.
3. To own my own business.

Learning Experiences Outside A College Setting

1. I can take inventory.
2. I can operate a cash register, calculator, and ten-key adding machine.
3. I can type.
4. I have supervised other employees.
5. I own my own sailboat and taught myself how to sail.
6. I play the saxaphone.
7. I was a boy scout troop leader for four years.
8. I am currently chairman of our community band group.
9. I have attended various seminars pertaining to my job.
10. I have attended conferences on retail sales.

Learning Activities I Would Like to Pursue

1. I would like to acquire some accounting skills.
2. I would like to learn more about financial management.
3. I would like to know how to start my own business.
4. I need to sharpen my math skills.
5. I would like to know how to write a professional business letter.
6. I would like to learn more about color and design.
7. I would like to learn something about photography.

Since John had previously attended college, he requested that an official transcript be sent to WCC. The WCC Admissions Office forwarded a copy of the transcript to John's degree advisor for the initial advising session.

John's college transcript indicated completion of the following courses at Harris University:

Psych 110	Introductory Psychology	5 credits
Engl 101	Composition	5 credits
Speech 100	Intro to Speech	5 credits
Econ 201	Principles of Economics	5 credits
Econ 202	Principles of Economics	5 credits

John and his advisor discussed John's statements and reviewed his college transcript. They began to sort out what John had learned in the past and what he would like to learn in the future. This is the first step in developing a degree plan.

Advising Method B

Your degree advisor will meet informally with you to determine what your goals are, what information you have about the field of study you wish to pursue, and what experience, if any, you have had in this field.

The following case study will help you to know what to expect:

Carol Simpson is 19 years old, is currently working part-time at a cannary and has never attended college. She has always been interested in Interior Design, but has never pursued this direction. She has, however, recently decided to take positive steps to enter this occupation.

During the initial advising session, the degree advisor and Carol discussed the field of Interior Design and Carol discovered that this field could take many different paths.

This informal discussion was valuable to Carol as she became aware of certain preferences in the field that she had never before thought through.

- She may eventually want to own her own business, but at the present would prefer working for an established business.
- She is interested in learning different color/texture combinations.
- She would like to provide her services to private homes and small businesses.

Carol's degree advisor then suggested that she contact a few established interior design shops and retail businesses that offer such services to gain more familiarity with various aspects of the occupation. The degree advisor also suggested that Carol visit the WCC Career Center to determine job opportunities, average wages, alternative options, etc.

This initial advising session provided Carol an opportunity to clarify her career goals and gave her an initial direction for developing her degree plan.

ENROLLMENT IN EDUC 150, INDIVIDUALIZED DEGREE PLANNING (1-3 credits)

As you will be spending a great deal of time planning alternatives with your advisor as well as planning your degree program itself, WCC believes that the learning experiences derived from these activities warrant college credit. You should plan to register for EDUC 150 after your first advising session as enrollment in this course is mandatory.

A degree plan is usually completed after the first or second quarter of enrollment in the program, at which time three credits are awarded. However, if your degree goals are not clearly established, you may wish to use the first quarter to explore various alternatives. Under certain circumstances, a degree plan is not always produced, but after a determined amount of effort and learning have taken place, one credit may be granted.

ENROLLMENT OPTIONS

During the initial advising sessions, you will realize that there are a number of options open to you in terms of developing your degree plan. You and your advisor will discuss these various options, but ultimately you must decide which activities will best fit your immediate needs. Any combination may be chosen.

1. Enrollment in EDUC 189, The Self-Directed Learning Process

   This course is designed to assist you in developing skills needed to be more self-directed as a learner. You will find it particularly helpful in designing your degree plan or in developing a learning contract. Although this course is optional, you are strongly encouraged to enroll within the first two quarters of your Individualized Degree Program.

2. Enrollment in EDUC 120, Prior Learning Evaluation

   If you have had a variety of learning experiences outside a formal college setting and you wish to receive college credit for this learning, you will be required to enroll in this course. EDUC 120 will prepare you to develop a portfolio to document your prior learning. This learning will then be translated into courses and transcripted (assigned department and course numbers, credits, course titles, and grades of "Pass"). Wherever appropriate, these courses will be incorporated in your degree program.

3. Enrollment in regularly scheduled classes.

4. Enrollment in Individualized Learning Contract courses

   These are courses designed by you and a faculty member for learning which takes place outside of the classroom.

5. Enrollment in field experience, cooperative education, internship, or volunteer placement activities

The following examples may help you in determining your direction:

Example #1

John Drake and his advisor determined that since John had acquired a variety of skills outside a formal college setting, he should plan to incorporate his prior learning in his degree program. John agreed, but was anxious to start designing his degree plan, so his advisor suggested that he enroll in EDUC 120, Prior Learning Evaluation, and EDUC 189, The Self-Directed Learning Process. By enrolling in EDUC 120 and EDUC 189 at the same time, John would find the degree planning process to be greatly facilitated. John also contemplated enrolling in a photography class, but after a discussion with his advisor concerning time constraints and job responsibilities, John decided to postpone taking any additional learning activities during the first quarter.

John's first quarter enrollment looked like this:

EDUC 120	Prior Learning Evaluation	10 credits
EDUC 150	Individualized Degree Planning	3 credits
EDUC 189	The Self-Directed Learning Process	2 credits
	TOTAL	15 credits

Example #2

Carol Simpson had taken her degree advisor's advice to visit various interior design and retail businesses. She came to her next advising session with a number of different alternatives for subject concentration. She was confused and somewhat frustrated, as she felt she did not yet have a clear direction for pursuing such a broad field as Interior Design. Carol's advisor assured her that many students feel just as confused as they begin the Individualized Degree Program. The advisor suggested to Carol that instead of developing a degree plan during her first quarter of enrollment, she should concentrate on acquiring a clearer direction for establishing her degree goals. Since Carol needed to continue her job at the cannery for financial reasons, the advisor suggested the following courses for part-time enrollment:

EDUC 189	The Self-Directed Learning Process	2 credits
ART 189	Introduction to Interior Design (Learning Contract)	5 credits
EDUC 150	Individualized Degree Planning	3 credits
	TOTAL	10 credits

THE DEGREE PLAN FORMAT

THE DEGREE PLAN FORMAT

Although you are given flexibility in determining the content of your degree program, WCC believes that a structured design format should be followed in order to provide a measure of consistency and continuity to the degree planning process. Therefore, all degree plans consist of the following components:

I. A. Name of Degree
   B. Major (if any)
   C. Statement on Degree Goals

II. A. Degree Goal and narrative rationale
    B. Specific learning designed to achieve the degree goal (in the form of department and number, title, credits)
    C. Learning method for each course (classroom, learning contract, portfolio, etc.)
    D. College/university attended for each course

Items A-D are repeated for each degree goal.

The following forms are to be used when presenting your formal degree plan for approval. You are responsible for providing six copies of the plan to your degree advisor. These forms are readily available at any WCC center.

WHATCOM COMMUNITY COLLEGE

INDIVIDUALIZED DEGREE PROGRAM

Name of Student _____

Degree Advisor _____

Address _____

_____

Content Specialist _____

Estimated Graduation _____

Qtr. Year

Degree: Associate in Arts in _____

Associate in Science in _____

Major (if any) _____

STATEMENT ON DEGREE GOALS

WHATCOM COMMUNITY COLLEGE

DEGREE PLAN

Associate in Arts/Science in _____ Student Name _____

Major (if any) _____

DEGREE GOALS	SPECIFIC LEARNING			Learning Method	College/ University	OFFICE USE		
	Dept. & No.	Title	Credits			Grade	Credit	Grade Pt.

Whatcom Community College

DEGREE PLAN

Student Name _____

Page ____

DEGREE GOALS	SPECIFIC LEARNING			Learning Method	College/ University	OFFICE USE		
	Dept. & No.	Title	Credits			Grade	Credit	Grade Pt.

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DEVELOPING YOUR DEGREE PLAN

DEVELOPING YOUR DEGREE PLAN

NAME OF DEGREE

Your degree advisor will discuss various options for naming your degree. Your program concentration is usually the name of your degree, such as "Associate in Science in Business Management" or "Associate in Arts in Interior Design". Associate in "Science" is usually used for studies covering the broad areas of mathematics, science, technical social sciences, business or technology. Associate in "Arts" is usually used for studies covering the broad areas of communications, humanities and non-technical social sciences.

A Certificate Program is named based solely on the program concentration, such as Certificate in Restaurant Management or Certificate in Special Education.

DEGREE MAJOR

A major is declared if you specialize in a specific aspect of your program concentration. For example, if a student were to specialize in supervisory aspects of Business Management, a major could be declared, labeled "Supervision" or Personnel Management". This decision is discussed between you and your degree advisor.

STATEMENT ON DEGREE GOALS

You and your degree advisor will discuss your educational and personal goals during each advising session. When you are ready to start developing your degree plan, you should be able to concretely define these goals. The statement written on these goals describes, in general terms, the purpose of your degree and should reflect the integration of your individual degree goals. The statement should also include a definition and rationale for program depth and breadth.

The following examples may help you in developing a statement on Degree Goals:

Example #1

John Drake entered WCC with a clear direction concerning his educational and personal goals. His statement looked like this:

> Any educational degree should give the student the tools necessary to enter the occupation field for which he has been trained as well as to give him new insight to different aspects of that field.
>
> My immediate goal is to obtain a Business Management degree in order to gain credibility in the work force. My future goal is to own my own business. My degree program reflects these technical skills, but also I believe reflects a newly acquired goal, which is to develop an appreciation of the human being as an individual.
>
> My degree program includes a vast array of Management and Business Administration courses. My degree program also includes courses not necessarily associated with my field of concentration such as Art, Philosophy, and Psychology. I believe I have developed a well-rounded program with sufficient depth and breadth, and which is meaningful to me as a person.

Example #2

Carol Simpson entered the Individualized Degree Program with some general but abstract goals. However, during her first quarter of enrollment, she visited the WCC Career Center where she was assisted in exploring various job alternatives as well as in identifying her skills and interests. This information, together with knowledge gleaned from visits to interior design shops and completion of EDUC 189 and ART 189, enabled Carol to begin to formulate her educational and personal goals. By the end of her first quarter she had written the first draft of her Statement on Degree Goals:

> My lifetime goal is to be a successful Interior Designer. My short term goal is to complete my associate degree in Interior Design and to obtain employment in an establishment that caters to homeowners or small businesses. For this reason, I will design my degree to include both practical and theoretical experiences.
>
> Depth and Breadth
>
> I plan to meet the depth requirement by completing course work that will give me fundamental knowledge of basic concepts in Interior Design. I plan to meet the breadth requirement by completing course work in subjects which are contiguous to my area of specialization and which will give me skills applicable to my job.

It should be noted that in the preceding example, the student wrote her Statement on Degree Goals as a prelude to writing her actual Degree Goals and determining her Specific Learning. You will discover that as you proceed through the degree process you will write and re-write your Statement and your Degree Goals in order for your plan to reflect the integration of all the separate components in your degree program. Refer to degree plan Sample #2 to review Carol Simpson's final Statement on Degree Goals.

SPECIFIC LEARNING

You and your advisor will first review any formerly completed college work and determine what courses appropriately fit under each goal. You will then initially determine the type of credit you request from any prior learning obtained outside a college setting. It should be noted that a determination of specific course and credit outcomes for prior learning will be delayed until you reach a certain stage in the portfolio process. Your degree advisor will, however, confer with your EDUC 120 instructor as often as is needed to facilitate the degree planning process.

As your degree plan begins to take shape, you will see what additional learning needs to be accomplished in order to meet your degree goals. You and your advisor will discuss various learning options and list chosen courses under the appropriate goals.

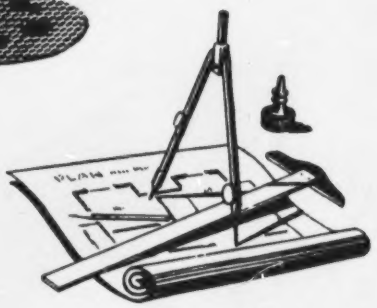
The determination of your degree goals and the specific learning for each is not necessarily developed consecutively, but rather concurrently. In addition, your goals and/or specific learning activities may change at some time during your program; therefore, the degree process includes a step for official revision of your degree plan.

LEARNING METHOD

This indicates how the learning is to take place: class, learning contract, cooperative work experience, prior learning, etc. Prior learning and formerly completed courses can be labeled as you are developing your plan. New learning activities can also be labeled, but may be altered as you progress through your program. The course or courses meeting the written communication skills requirement should be noted with an asterisk (*) in this section.

COLLEGE/UNIVERSITY ATTENDED

This indicates where the learning is to or has taken place.



DEGREE GOALS

The degree goals are individual components of your Statement. Under each degree goal you should describe the relevancy of this goal to your overall program.

Example #1

John Drake entered the Individualized Degree Program with several transfer credits and a potential number of prior learning credits. Because of this, John developed his program by first categorizing his specific learning activities, then writing individual degree goals for the specific learning, and finally writing a statement on the individual degree goals. This method is perfectly acceptable, especially in cases where the student begins the program with several previously completed credits.

John's first goal reflected his desire to gain practical skills in his area of specialization:

GOAL I: To acquire practical business administration skills.

I have worked in retail business for thirteen years and believe that anyone who wishes to advance in this field must possess certain basic business skills. The courses under this goal will give me a better working knowledge of general business practices and will assist me in the future to start my own business.

Example #2

Carol Simpson ascertained the need to learn the basic concepts of Interior Design. Her first goal reflected this:

I. To acquire a knowledge and awareness of the fundamental aspects of interior design.

A knowledge of textiles, furniture styles, floor, window and wall coverings, and accessories is necessary in order to effectively incorporate all aspects of home and office decorating.

SAMPLE DEGREE PLANS

WHATCOM COMMUNITY COLLEGE

INDIVIDUALIZED DEGREE PROGRAM

Name of Student John L. Drake

Degree Advisor Sharon Jones

Address 621 Pine Street
Lynden, WA 98264

Content Specialist Thomas Farley

Estimated Graduation Fall (Qtr.) 1981 (Year)

Degree: Associate in Arts in _____

Associate in Science in Business Management

Major (if any) ---

STATEMENT ON DEGREE GOALS

Any educational degree should give the student the tools necessary to enter the occupational field for which he has been trained as well as to give him new insight to different aspects of that field.

My immediate goal is to obtain a Business Management degree in order to gain credibility in the work force. My future goal is to own my own business. My degree program reflects these technical skills, but also I believe reflects a newly acquired goal, which is to develop an appreciation of the human being as an individual.

My degree program includes a vast array of Management and Business Administration courses. My degree program also includes courses not necessarily associated with my field of concentration such as Art, Philosophy, and Psychology. I believe I have developed a well-rounded program with sufficient depth and breadth, and which is meaningful to me as a person.

WHATCOM COMMUNITY COLLEGE

DEGREE PLAN

Associate in Arts/Science in Business Management Student Name John L. Drake

Major (if any) ---

DEGREE GOALS	SPECIFIC LEARNING			Learning Method	College/ University	OFFICE USE		
	Dept. & No.	Title	Credits			Grade	Credit	Grade Pt.
GOAL I: To acquire practical business administration skills. I have worked in retail business for thirteen years and believe that anyone who wishes to advance in this field must possess certain basic business skills. The courses under this goal will give me a better working knowledge of general business practices and will assist me in the future to start my own business.	BUSAD 109	Basic Salesmanship	5	class	WCC			
	*ENGL 101	Composition	5	class	Harris U			
	*ENGL 104	Effective Business Communications	3	prior	WCC			
	MATH 105	Business Mathematics	4	class	WCC			
	MATH 107	Statistics	1	class	WCC			
	SPCH 100	Intro to Speech	5	class	Harris U			
	TOTAL		23					
GOAL II: To acquire management skills. In order to effectively manage a business and the people who work for it, I believe a person must be aware of various managerial options available for operating on a day-to-day basis. Learning several theories will allow me to choose the appropriate practical application as each situation arises.	EDUC 150	Individualized Degree Planning	3	Indept.	WCC			
	EDUC 189	Self-Directed Learning	2	class	WCC			
	MGT 103	Principles of Management	5	contrc.	WCC			
	MGT 110	Supervision	3	prior	WCC			
	MGT 111	Retail Management	5	prior	WCC			
	MGT 189	Chairing Volunteer Organization	3	prior	WCC			
	MGT 190	Principles of Advertising	3	prior	WCC			
	TOTAL		24					

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DEGREE PLAN

DEGREE GOALS	SPECIFIC LEARNING			Learning Method	College/ University	OFFICE USE		
	Dept. & No.	Title	Credits			Grade	Credit	Grade Pt.
GOAL III: To possess the skills necessary to own my own business. Owning a business requires skills very different from working for a company. My ultimate goal in life is to manage my own retail business and I believe these courses will assist me in reaching that goal.	BUSAD 101	General Business	5	class	WCC			
	BUSAD 232	Cost Accounting I	3	class	WCC			
	ECON 201	Principles of Economics I	5	class	Harris U			
	ECON 202	Principles of Economics II	5	class	Harris U			
	MGT 135	Small Business Management	3	class	WCC			
	TOTAL		21					
GOAL IV: To learn the value of individual humanistic qualities. I view myself as a pragmatic person and often tend to discount the value of abstract thinking. I wish to learn more about people as individuals and believe that this learning will assist me in my everyday business dealings.	ART 180	Beginning Photography	3	class	WCC			
	ART 116	Color and Design I	5	class	WCC			
	MUSIC 189	Beginning Saxaphone	2	prior	WCC			
	PHIL 100	Intro to Western Philosophy	5	class	WCC			
	PSYCH 110	Introductory Psychology	5	class	Harris U			
	MGT 189	Human Relations	3	contrct	WCC			
	TOTAL		23					
		TOTAL PROGRAM	91			31		

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WHATCOM COMMUNITY COLLEGE

INDIVIDUALIZED DEGREE PROGRAM

Name of Student Carol M. Simpson

Degree Advisor Sam Johnson

Address 3469 Willow Lane
Bellingham, WA 98225

Content Specialist Margaret Lane

Estimated Graduation Spring (Qtr.) 1982 (Year)

Degree: Associate in Arts in Interior Design

Associate in Science in

Major (if any) ---

STATEMENT ON DEGREE GOALS

My lifetime goal is to be a successful Interior Designer. I want to acquire a broad understanding of the field of Interior Design, which includes not only interior design fundamentals, but also marketing and general business skills. This type of background will enable me to seek employment in various areas of Interior Design.

My short term goal is to complete my associate degree in Interior Design and to obtain employment in an establishment that caters to homeowners and small businesses. For this reason, I plan to include practical and theoretical courses that will help me to deal with people in a professional manner.

Depth and Breadth

As Interior Design is such a broad field, I plan to meet the depth requirement by focusing on decorating techniques using various colors, designs and fabrics. I plan to meet the breadth requirement by focusing on skills that will assist me in applying my knowledge of interior design in the business world, such as merchandising, business management and communications.

WHATCOM COMMUNITY COLLEGE

DEGREE PLAN

Associate in Arts/Science in Interior Design

Major (if any) ---

Student Name Carol M. Simpson

DEGREE GOALS	SPECIFIC LEARNING			Learning Method	College/ University	OFFICE USE		
	Dept. & No.	Title	Credits			Grade	Credit	Grade Pt.
I: To acquire a knowledge and awareness of the fundamental aspects of interior design. A knowledge of textiles, furniture styles, floor, window and wall coverings, and accessories is necessary in order to effectively incorporate all aspects of home and office decorating.	ART 189	Intro to Interior Design	5	contrct	WCC			
	ART 289	Interior Design II	5	contrct	WCC			
	ART 147	Applied Design on Fabric	3	class	WCC			
	HOMEC 375	Home Furnishings	3	class	WWU			
	HOMEC 364	Textiles and Weaving	3	class	WWU			
	TOTAL		19					
II: To learn the basic concepts of design, color and architecture. I recognize and appreciate the need for people to improve their living environment. My purpose as an interior designer is to help people incorporate livable and workable designs into the variety of spaces they encounter daily.	ART 111	Basic Drawing	3	class	WCC			
	ART 116	Color & Design I	5	class	WCC			
	ART 117	Color & Design II	5	class	WCC			
	ART 118	Color & Design III	5	class	WCC			
	ART 103	World Art & Architecture	5	contrct	WCC			
	TOTAL		23					
33						34		

DEGREE PLAN

DEGREE GOALS	SPECIFIC LEARNING			Learning Method	College/ University	OFFICE USE		
	Dept. & No.	Title	Credits			Grade	Credit	Grade Pt.
III: To acquire business and management skills. The acquisition of skills in this area would be extremely beneficial to me in that, not only could I use these skills as an employee, but they would also allow me to work professionally as a free-lance designer/consultant, or to own and manage my own business.	MATH 105	Business Mathematics	4	class	WCC			
	BUSAD 211	Accounting I	5	class	WCC			
	SPCH 120	Public Speaking	5	class	WCC			
	MGT 135	Small Business Management	3	class	WCC			
	*ENGL 104	Business Communications	3	class	WCC			
	EDUC 150	Individualized Degree Planning	3	Indep	WCC			
	TOTAL		23					
IV: To learn marketing skills used in Interior Design. As I plan to gain employment with an established business, I must have knowledge about current marketing techniques and be capable of applying this knowledge in a professional manner.	TECH 289	Introduction to Graphic Arts	3	contrct	WCC			
	TECH 189	Display Design and Set-up	3	contrct	WCC			
	MGT	Introduction to Merchandising	3	co-op	WCC			
	MGT	Introduction to Buying	3	co-op	WCC			
	MGT	Introduction to Advertising	3	co-op	WCC			
	TOTAL		15					
V: To learn to work with people. Selling products and services involves dealing with people on a professional as well as personal basis. I will need to learn to work with people from differing backgrounds and preferences, to accept these differences, and to, in turn, learn about myself.	MGT 189	Human Relations	3	contrct	WCC			
	PSYCH 100	Interpersonal Communications	3	class	WCC			
	SOCIO 110	Introduction to Sociology	5	class	WCC			
	HUMDV 122	Focus on Assertive Behavior	2	class	WCC			
	TOTAL		13					
35		TOTAL PROGRAM	93			36		

THE CONTENT SPECIALIST

THE CONTENT SPECIALIST

The content specialist is an expert in your program concentration who can lend support in facilitating your degree goals and who can assist in insuring that your specific learning activities provide adequate depth and breadth to your overall program. As your degree advisor will, in most cases, have no background in your degree field, the content specialist will be most helpful in providing you with information concerning requirements of the field as well as employment demands and practices.

The content specialist may be a member of the community or a WCC staff member, depending on the program concentration. Your advisor is responsible for obtaining the services of the content specialist, although you may share in the decision of who will be chosen.

The specialist is usually chosen after you have initially drafted your degree plan. Once chosen, the specialist becomes an equal member of your degree team. You, your degree advisor and the content specialist should unanimously agree on your degree plan before it is presented for initial approval.

THE DEGREE APPROVAL PROCESS

THE DEGREE APPROVAL PROCESS

INITIAL APPROVAL OF THE DEGREE PLAN

An Individualized Degree Advisory Committee is responsible for reviewing your degree plan and recommending approval to the Dean for Instruction. Your degree advisor will act as your advocate in presenting your plan to the committee. You and your content specialist are encouraged to participate in the presentation, but are not required to attend. The committee will review the plan checking for clarity of goals, thoroughness of planning, integrity and comprehensiveness. The plan may be recommended for approval with no changes or with minor modifications. You will be notified in writing of the committee's recommendation on the approval of your plan. If the committee feels the need for major modification of your plan, approval will not take place until the revision is completed.

The Dean for Instruction will also review your plan and will notify you when your plan is officially approved.

REVISION OF THE INITIALLY APPROVED DEGREE PLAN

As you progress through your degree program, you may decide to change one or more goals and/or specific learning activities. Such changes must be negotiated with your degree advisor and content specialist, and must be approved by the Advisory Committee and Dean for Instruction if the revisions constitute a major change to your program. Your degree advisor will make this determination.

FINAL APPROVAL OF THE DEGREE PLAN

Final approval of your plan takes place fifteen credits prior to completion of your program. The advisory committee will review your plan in final form with any revisions clearly noted. Your degree advisor will, again, act as your advocate in presenting the plan to the committee. You will be notified, in writing, of the final approval of your degree plan.

DEGREE PLAN APPROVAL FORM

This form is signed upon initial approval and final approval of your degree plan. Your degree advisor is responsible for keeping the form on file throughout your degree program.

Whatcom Community College

INDIVIDUALIZED DEGREE PROGRAM

_____ _____
Name of Student Degree Program

_____ _____
Degree Advisor Major

INITIAL APPROVAL

_____
Student Date

_____
Degree Advisor Date

_____
Content Specialist Date

DEGREE COMMITTEE:

( ) Approved as presented
( ) Approved with revision (attached)

_____
Date

_____
Date

_____
Date

_____
Date

_____
Date

_____
Dean for Instruction Date

FINAL APPROVAL

_____
Student Date

_____
Degree Advisor Date

_____
Content Specialist Date

DEGREE COMMITTEE:

( ) Approved as presented
( ) Approved with revision (attached)

_____
Date

_____
Date

_____
Date

_____
Date

_____
Date

_____
Dean for Instruction Date

COMPLETION OF THE DEGREE PROGRAM

COMPLETION OF THE DEGREE PROGRAM

Completion of your degree program occurs when all courses appearing in your plan have been satisfactorily completed. You should complete an Application for Graduation no later than the third week of the quarter in which you plan to graduate and submit it to the Registrar's Office. You will then be notified of your eligibility for graduation.

Upon completion of your final quarter, you will be sent a congratulatory letter from the Dean for Instruction. Approximately 45 days after the quarter, you will receive a diploma and a letter of congratulations from the Board of Trustees. Graduation ceremonies are held every June for all graduates of the past school year.

SUCCESS

SUCCESS

SUCCESS

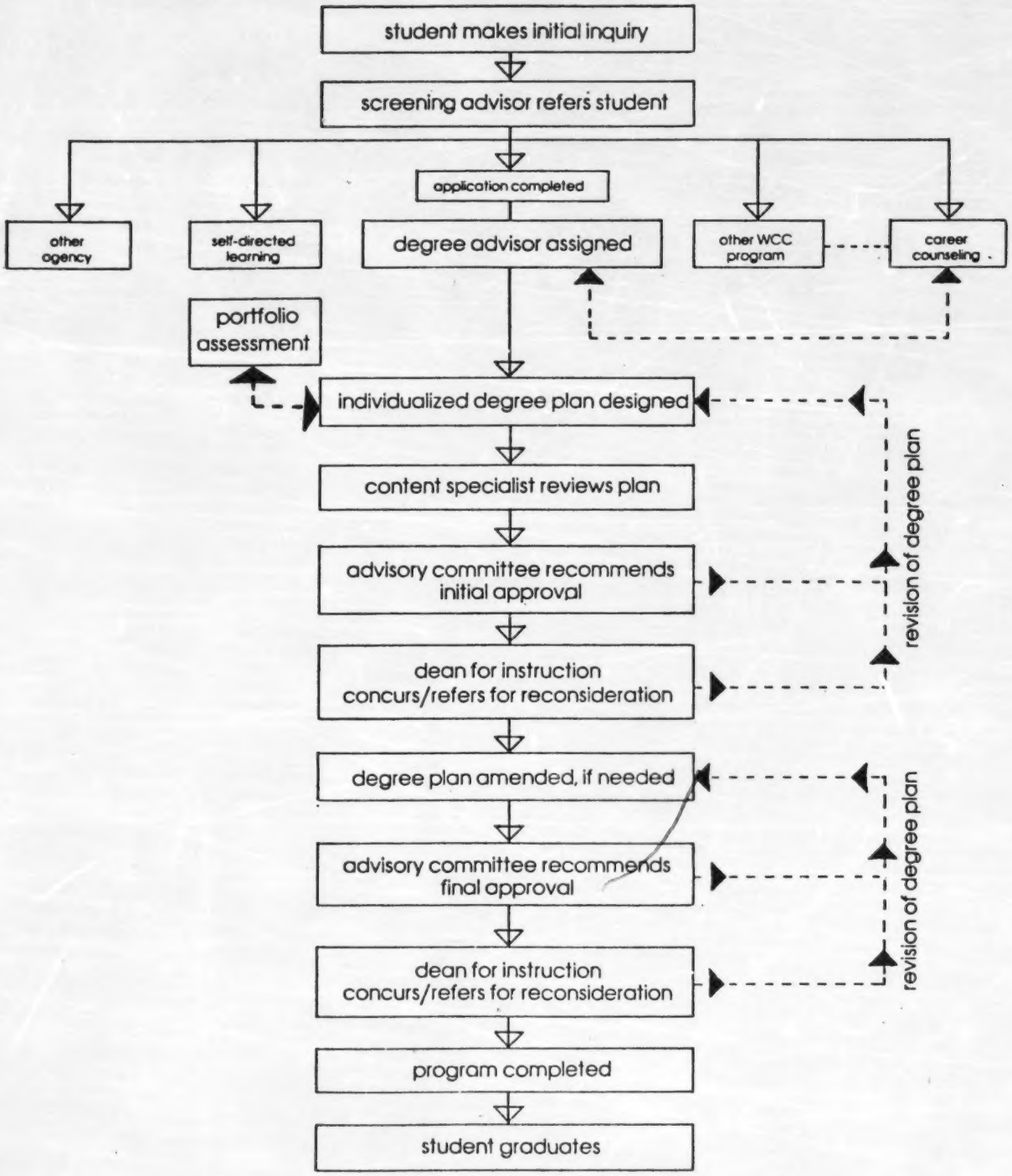
INDIVIDUALIZED DEGREE PROGRAM

FLOW CHART

Whatcom Community College

INDIVIDUALIZED DEGREE PROGRAM

Flow Chart



GLOSSARY

GLOSSARY

ALTERNATIVE LEARNING
A term used to indicate learning experiences which take place in other than a traditional classroom setting.

CERTIFICATE PROGRAM
A program which follows the same process as the associate degree program but which consists of a minimum of 45 credits.

CONTENT SPECIALIST
An expert in the student's program concentration, chosen by the Degree Advisor to assist in insuring that the degree goals are appropriate and that the program includes adequate learning activities to meet the degree goals.

DEGREE ADVISOR
A WCC academic advisor who has received specialized training in the Individualized Degree Program process.

DEGREE ADVISORY COMMITTEE
A committee comprised of the Associate Dean for Instruction, the Coordinator of Alternative Learning and two WCC faculty members. The committee is responsible for reviewing IDP plans.

DEGREE GOAL
An educational or personal direction which can be achieved through a series of learning activities.

DEGREE PLAN
An IDP student's outline for completing an associate degree consisting of a written statement on degree goals, listed degree goals, specific learning, learning methods and where the learning takes place.

LEARNING ACTIVITIES
A term used to denote the various ways in which a student learns, such as by independent reading, classroom interaction, research, practical application, etc.

LEARNING CONTRACT
A written agreement for a course between the student and the instructor which indicates learning objectives, the methods used to reach the objectives and the persons responsible for evaluating the outcomes.

LEARNING METHOD
The mode of instruction used for learning activities to take place, such as class, contract, independent study, prior learning, military, etc.

PRIOR LEARNING
Learning which has been acquired by the student as a result of life experiences and which is documented and evaluated for college credit.

PROGRAM BREADTH

An expansion of learning beyond depth within the context of the degree goals which broadens individual insights and understanding, either within the student's program concentration or outside the concentration.

PROGRAM DEPTH

A concentration of learning that is beyond the introductory level in at least one subject area. It includes a theoretical and applied understanding of the subject.

SCREENING ADVISOR

A WCC general academic advisor who describes various educational options to the student.

SPECIFIC LEARNING

The term used to denote the outcome of learning activities appearing in the form of a course (department, department number, title and number of credits).

TRANSCRIPT

An academic record which lists courses taken and grades received by the students for each term of enrollment.

INDIVIDUALIZED DEGREE PROGRAM

STUDENT CHECKOFF LIST

INDIVIDUALIZED DEGREE PROGRAM

STUDENT CHECKOFF LIST

1. Fill out application for admission to WCC. _____
2. Fill out application for admission to IDP. _____
3. Make appointment for initial advising session with assigned degree advisor. _____
4. Register for EDUC 150. _____
5. Register for quarterly courses (repeat). _____
6. Obtain Degree Forms (blue):
   a. Statement on Degree Goals _____
   b. Degree Plan (page 1) _____
   c. Degree Plan (page 2) _____
7. Make six copies of Degree Plan for initial approval. _____
8. Sign Degree Approval Form. _____
9. Make six copies of Degree Plan for final approval (15 credits prior to graduation). _____
10. Sign Degree Approval Form. _____
11. Make Application for Graduation. _____

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